

SOCIAL & EMOTIONAL LEARNING

Resources for Measuring Social and Emotional Learning

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The 2013-2016 cycle of the Minnesota 4-H Foundation's Howland Family Endowment for Youth Leadership Development is dedicated to understanding social and emotional learning and its contribution to closing the achievement and opportunity gaps. This series of issue briefs is designed to help people understand, connect and champion social and emotional learning in a variety of settings and from a variety of perspectives.

INTRODUCTION

As decision making in schools and youth programs becomes more data driven, it is important to remember that what we decide to assess informs what we are compelled to address. Data obtained through assessment can be used to uncover problems, convince people of the need to do things differently, inform decisions about allocating resources, and determine whether programs are making a difference. When used appropriately, data can be a powerful means of creating positive change.

While most assessments given to young people still focus exclusively on academic achievement, social and emotional learning (SEL) skills have been shown to have profound impacts on future success, including academic achievement, career success, and mental health¹. To ensure that young people are developing these important skills, reliable and valid assessment tools are necessary to measure and monitor the success of SEL programs over time².

This issue brief provides an overview of recent report and compendiums of different dimensions and ways to measure social and emotional learning.

COMPENDIUMS OF MEASURES OF SEL COMPETENCIES

Beyond Content: Incorporating Social and Emotional Learning into the Strive Framework

Strive Task Force on Measuring Social and Emotional Learning (2013). <http://www.strivetogether.org/resources/reports>

The Strive Cradle to Career Network's Task Force on Social and Emotional Learning has provided a comprehensive review of assessments for measuring specific SEL skills. This 3-part report includes descriptions of five social emotional competencies and their relationships to academic achievement, evaluations of the appropriateness of different measures for various purposes, and actual copies of assessment tools for measuring the five SEL competencies identified by the Strive Network. This resource focuses on assessments on specific SEL skills rather than more comprehensive measures.



From Soft Skills to Hard Data: Measuring Youth Program Outcomes

Wilson-Ahlstrom, Yohalem, DuBois, Ji & Hillaker (2014). The Forum for Youth Investment. <http://forumfyi.org/content/soft-skills-hard-data->

This report seeks to increase practitioner access to user-friendly, rigorous measurement tools. It reviews ten youth outcome measurement tools intended for use in after-school programs serving upper-elementary through high school-aged youth. These tools range in breadth and depth of focus and measure different skills, including many SEL competencies.

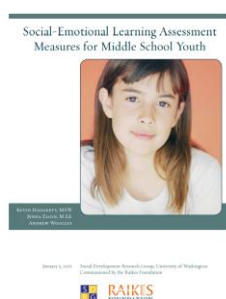
REPORTS FROM THE COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING

The following reports are available at: <http://www.casel.org/library/?tag=assessment>

Compendium of Preschool through Elementary School Social-Emotional Learning and Associated Assessment Measures

Denham, Ji, & Hamre (2010). Chicago, IL: Collaborative for Academic, Social, and Emotional Learning and Social and Emotional Learning Research Group, University of Illinois at Chicago.

This report includes descriptions of tools to assess SEL competencies of preschool and elementary school students (i.e., five- to ten-year-olds), as well as aspects of the contexts in which they learn and their learning behaviors. The assessments included in this report align with CASEL's framework of SEL-related inputs.



Social-Emotional Learning Assessment Measures for Middle School Youth

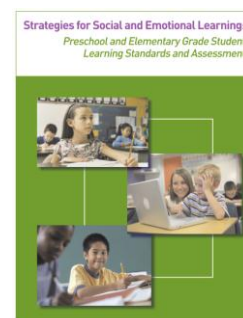
Haggerty, Elgin, & Woolley (2011). Seattle: Social Development Research Group, University of Washington Commissioned by the Raikes Foundation.

The authors of this report evaluated 73 instruments for assessing middle school students SEL competencies, and identified ten that met their criteria for inclusion in this report. In order to be recommended, assessments needed to have sound psychometric properties, be appropriate for program evaluation purposes, be accessible to schools, and not be designed to assess specific programs.

Strategies for Social and Emotional Learning: Preschool and Elementary Grade Student Learning Standards and Assessment

Kendziora, Weissberg, Ji, & Dusenbury (2011). Newton, MA: National Center for Mental Health Promotion and Youth Violence Prevention, Education Development Center, Inc.

This report provides information and strategies to implement and assess SEL in schools and districts, specifically those participating in the Safe Schools/Healthy Students project. Its purpose is to provide SEL student learning standards, introduce teacher-rated assessment tools for preschool and elementary students, provide guidance on implementing and assessing SEL programs in schools, and explain how to use assessment to monitor progress towards achieving SEL goals.



Elizabeth Hagen is a doctoral candidate in Educational Psychology and a Graduate Research Assistant at the University of Minnesota. As part of the Howland Endowment's current focus on social and emotional aspects of learning and development, she is working to raise awareness of the importance of non-cognitive development amongst youth-serving organizations and policy makers, and to provide evidence-based guidance to help these programs improve key outcomes for youth.

¹ Denham, S. A., Wyatt, T.M., Bassett, H.H., Echeverria, D., & Knox, S.S. (2009). Assessing social-emotional development in children from a longitudinal perspective. *Journal of Epidemiological Community Health*, 63, 37-52; Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., and Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432.
² Haggerty, K., Elgin, J., & Woolley, A. (2011). Social-Emotional Learning Assessment Measures for Middle School Youth. Seattle: Social Development Research Group, University of Washington Commissioned by the Raikes Foundation.